Title	Day	Date	Class	Period
Unit 1: Let's Learn Together! – Lesson 1 **Topic: Greetings and Introductions**				

Lesson	**Greetings and Introductions**
Page(s)	**6–9**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify common greetings and introduction expressions.
- greet others politely using appropriate expressions.
- introduce themselves using simple sentences.
- ask and answer about names, age and class.
- use the Present Simple (verb to be: I am).
- participate in short conversations confidently.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Board & Markers
☐ Worksheets	☐ Digital Tools	☐ Pair Cards

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

- Hello!
- Good morning!
- How are you?
- I am fine, thank you.
- Nice to meet you.
- See you later.
- Goodbye.
- My name is...
- I am...
- I am from Egypt.
- I am 8 years old.
- I am in Primary 3.

b- New Structure

- Hello!
- Good morning.
- What's your name?
- My name is...
- How are you?
- I am fine, thank you.
- How old are you?
- I am ... years old.
- Nice to meet you.
- See you later.
- Goodbye.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Ask: *Hello! / Good morning! / How are you?* • Let pupils answer using simple expressions. • Review classroom greetings.		
b- Presentation	1. Present greeting expressions using flashcards. 2. Model correct pronunciation. 3. Introduce yourself: My name is... I am from Egypt. 4. Present the dialogue from the Student's Book. 5. Explain: *Hello – Good morning – Nice to meet you* – See you later. 6. Teach the structure: *My name is...* / I am... / I am ... years old.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match greetings with their meanings. • Complete the dialogue. • Fill in the blanks. • Ask and answer with a partner.	**Pair Work** Student A: • Good morning. • What's your name? Student B: • My name is... • Nice to meet you.	**Individual Practice** Each pupil introduces himself/herself: "My name is Ahmed. I am eight years old. I am in Primary 3."
d- Assessment	• Ask pupils: – What do you say in the morning? – How are you? – What's your name? – How old are you? – What do you say when leaving? • Observe pronunciation and participation.		

6- Evaluation

The lesson:	Most pupils were able to use greetings and introduce themselves correctly.
The students:	Most pupils participated actively and completed the activities successfully.
The teacher:	Continue reinforcing pronunciation through daily pair-work conversations and short speaking activities based on the lesson.

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Title	Day	Date	Class	Period
Unit 1: Let's Learn Together! – Lesson 2 **Topic: Classroom Rules**				

Lesson	**Classroom Rules**
Page(s)	**10–12**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify common classroom rules.
- understand and follow classroom instructions.
- use classroom expressions correctly.
- ask for permission politely.
- respond appropriately to classroom situations.
- pronounce the digraph *wh* correctly in common words.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Board & Markers
☐ Worksheets	☐ Digital Tools	☐ Audio Recordings

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

- Raise your hand.
- Listen carefully.
- Sit down.
- Be kind.
- Keep your classroom clean.
- Don't shout.
- May I go to the bathroom?
- what
- when
- where
- whale
- wheel
- white

b- New Structure

- Raise your hand.
- Listen carefully.
- Sit down.
- Be kind.
- Don't shout.
- Keep your classroom clean.
- May I go to the bathroom?
- Open your book.
- Close your book.
- Can I answer?
- Yes, you can.
- No, please wait.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review greetings from Lesson 1.
- Ask simple questions:
  - How are you?
  - What's your name?
- Introduce classroom behavior by asking: What should we do in class?

b- Presentation

1. Present classroom rules using flashcards and real classroom actions.
2. Demonstrate each instruction physically.
3. Explain the meaning of each classroom phrase.
4. Teach pupils how to ask for permission politely.
5. Present the *wh* words:
   - what – when – where – whale – wheel – white
6. Read the examples from the Student's Book together.

c- Practice

Controlled Practice

- Listen and repeat.
- Match pictures with classroom rules.
- Complete the sentences.
- Choose the correct classroom phrase.
- Practice the *wh* words.

Pair Work

Student A:
- Raise your hand.
- Sit down.

Student B:
- Listen carefully.
- May I go to the bathroom?

Exchange roles.

Individual Practice

Each pupil:
- Reads one classroom rule.
- Says one *wh* word correctly.
- Uses one classroom instruction in a complete sentence.

d- Assessment

Ask pupils:
- What do you say before leaving your seat?
- How do you ask to go to the bathroom?
- What should you do when the teacher speaks?
- What does *whale* begin with?
- Say one classroom rule.

Observe:
- Pronunciation.
- Participation.
- Correct use of classroom expressions.

6- Evaluation

The lesson:	Most pupils understoed classroom rules and used classroom expressions correctly.
The students:	Most pupils participated actively and followed classroom instructions successfully.
The teacher:	Provide additional oral practice and role-play activities to reinforce classroom language and improve pronunciation of the *wh* words.

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Title	Day	Date	Class	Period
Unit 1: Let's Learn Together! – Lesson 3 Topic: Describing People				

Lesson	Describing People
Page(s)	13–17

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify vocabulary related to describing people.
- describe people's appearance using simple words.
- describe people's personality.
- use the verb *to be* correctly in simple sentences.
- ask and answer simple questions about people.
- describe themselves using complete sentences.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Board & Markers
☐ Worksheets	☐ Pictures	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• tall	• long hair	• shy
• short	• short hair	• friendly
• curly hair	• brown eyes	• helpful
• straight hair	• funny	• polite

b- New Structure

• I am funny.	• She has long hair.	• I am happy.
• He is friendly.	• I have brown eyes.	• He is a student.
• She is helpful.	• What is your name?	• She is kind.
• My teacher is tall.	• How are you today?	• We are ready.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review classroom rules from Lesson 2. • Ask pupils to describe their classmates using simple words. • Revise the verb to be orally.		
b- Presentation	1. Present the new vocabulary using flashcards and pictures. 2. Explain the difference between appearance and personality. 3. Teach the sentence patterns: I am... / He is... / She is... / I have... 4. Introduce the verb to be (am / is / are). 5. Read the examples from the Student's Book. 6. Encourage pupils to describe themselves and their friends.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match words with pictures. • Complete the sentences. • Choose the correct word. • Fill in the blanks.	**Pair Work** **Student A** • Describe your friend. **Student B** • Answer using: – He is... – She is... – He has... – She has... Then exchange roles.	**Individual Practice** Each pupil introduces himself/herself. **Example:** My name is Ali. I am friendly and helpful. I have brown eyes and short hair.
d- Assessment	Ask pupils: • Is your friend tall or short? • Who is helpful? • What colour are your eyes? Observe: • Correct pronunciation. • Proper use of vocabulary.	• Describe yourself. • Complete: – I am _____. – He is _____. – She has _____. • Correct use of am / is / are. • Active participation.	

6- Evaluation

The lesson:	Most pupils were able to describe people's appearance and personality using appropriate vocabulary and simple sentences.
The students:	Most pupils participated confidently, completed the activities correctly, and used the verb to be accurately.
The teacher:	Continue reinforcing descriptive language through speaking activities, pair work, and short oral presentations.

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Title	Day	Date	Class	Period
Unit 1: Let's Learn Together! – Lesson 4 **Topic: Review and Use the Language**				

Lesson	**Review and Use the Language**
Page(s)	18–21

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary learned in Unit 1.
- use greetings and introductions correctly.
- describe people using simple sentences.
- follow classroom instructions confidently.
- ask and answer simple questions.
- participate in short conversations using correct language.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Board & Markers
☐ Worksheets	☐ Picture Cards	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• hello • good morning • goodbye • friend	• teacher • classroom • tall • short	• kind • helpful • happy • ready

b- New Structure

• Hello! How are you? • I am fine, thank you. • My name is ... • I am in Primary 3.	• He is friendly. • She is helpful. • Raise your hand. • Listen carefully.	• May I come in? • Yes, you may. • Can I answer? • We are ready.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Revise greetings and introductions. • Review classroom rules. • Ask pupils to describe one classmate. • Revise the vocabulary from Lessons 1–3.		
b- Presentation	1. Review the vocabulary using flashcards. 2. Read the dialogue from the Student's Book. 3. Revise greetings and classroom expressions. 4. Revise describing people using *am / is / are.* 5. Encourage pupils to answer complete questions. 6. Model short conversations with volunteers.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match words with pictures. • Complete the dialogue. • Choose the correct answer. • Arrange the words to make sentences. • Fill in the blanks.	**Pair Work** **Student A:** • What's your name? • How are you? • Describe your friend. **Student B:** • My name is ... • I am fine, thank you. • He/She is ... **Then exchange roles.**	**Individual Practice** Each pupil introduces himself/herself and describes a friend. **Example:** My name is Sara. I am in Primary 3. My friend is kind and helpful.
d- Assessment	Ask pupils: – What's your name? – How are you today? – Describe your friend. – What should you do before answering? Observe: • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Active participation.	• Complete: – I am _____. – She is _____. – Raise your _____.	

6- Evaluation

The lesson:	Most pupils successfully revised and used the vocabulary and language structures from Unit 1 in speaking activities.
The students:	Most pupils participated confidently, answered correctly, and completed the classroom activities successfully.
The teacher:	Continue providing communicative activities, pair work, and revision games to strengthen pupils' confidence in using English inside the classroom.

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Title	Day	Date	Class	Period
Unit 2: My Family and I – Lesson 1 Topic: Family Members				

Lesson	Family Members
Page(s)	28–31

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify family members correctly.
- introduce members of their family.
- use the possessive pronoun *my* correctly.
- ask and answer simple questions about family.
- use simple sentences to describe family members.
- pronounce new family vocabulary clearly.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Family Pictures
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

- father
- mother
- brother
- sister
- grandmother
- grandfather
- aunt
- uncle
- cousin
- family
- home
- parents

b- New Structure

- This is my father.
- This is my mother.
- He is my brother.
- She is my sister.
- My grandmother is kind.
- My grandfather is helpful.
- My family is happy.
- Who is this?
- This is my _____.
- I love my family.
- We are a happy family.
- They are my parents.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review Unit 1 greetings.
- Ask: *Who is in your family?*
  Do you have a brother?
- Show a family picture and ask pupils to identify family members.

b- Presentation

1. Present the family members using flashcards.
2. Pronounce each new word clearly.
3. Introduce the structure *This is my...*
4. Explain the possessive pronoun *my*.
5. Read the lesson from the Student's Book together.
6. Encourage pupils to talk about their own families.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the pictures with the family words.
- Complete the sentences.
- Circle the correct answer.
- Fill in the blanks.

Pair Work

Student A
- Who is this?

Student B
- This is my father.
- This is my sister.

Then exchange roles.

Individual Practice

Each pupil says four sentences about his/her family.
Example:
- This is my father.
- This is my mother.
- I have one brother.
- I love my family.

d- Assessment

Ask pupils:
- Who is this?
- Who is your mother?
- Do you have a brother?
- Complete:
  - This is my _____.
  - He is my _____.
  - She is my _____.

Observe:
- Correct pronunciation.
- Proper use of family vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson:	Most pupils were able to identify and introduce family members correctly using simple English sentences.
The students:	Most pupils participated confidently, answered correctly, and used the possessive pronoun *my* appropriately.
The teacher:	Continue reinforcing family vocabulary through picture cards, pair-work conversations, and short speaking activities to improve pupils' confidence and fluency.

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Title	Day	Date	Class	Period
Unit 2: My Family and I – Lesson 2 Topic: Jobs and Occupations				

Lesson	Jobs and Occupations
Page(s)	32–35

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different jobs and occupations.
- name common jobs correctly.
- describe what people do at work.
- use his / her correctly in simple sentences.
- ask and answer questions about jobs.
- pronounce the new vocabulary clearly.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Job Picture Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• doctor • teacher • baker	• farmer • pilot • hospital	• school • bakery • farm	• airport • work • job

b- New Structure

• He is a doctor. • She is a teacher. • He is a baker. • She is a farmer.	• He is a pilot. • His job is a doctor. • Her job is a teacher. • Where does he work?	• He works in a hospitaL • She works at a school. • What is his job? • What is her job?

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review family members from Lesson 1.
- Show pictures of different workers.
- Ask: *Who is this?*
  What is his job?

b- Presentation

1. Present the job vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain where each person works.
4. Introduce *his / her.*
5. Read the examples from the Student's Book.
6. Encourage pupils to speak about jobs they know.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the pictures with the jobs.
- Complete the sentences.
- Circle the correct answer.
- Fill in the blanks.

Pair Work

Student A
- What is his job?

Student B
- He is a doctor.

Student A
- What is her job?

Student B
- She is a teacher.

Then exchange roles.

Individual Practice

Each pupil says four sentences.

Example:
- My father is a doctor.
- My mother is a teacher.
- He works in a hospital.
- She works at a school.

d- Assessment

Ask pupils:
- What is his job?
- What is her job?
- Where does a doctor work?
- Complete:
  - He is a _____.
  - She is a _____.
  - His job is _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct use of *his / her.*
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify common jobs and use simple sentences to describe occupations correctly.
The students	Most pupils participated actively, answered confidently, and used *his* and *her* accurately while talking about jobs.
The teacher	Continue reinforcing job vocabulary through picture cards, role-play activities, and short speaking tasks to improve pupils' confidence in using English.

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Title	Day	Date	Class	Period
Unit 2: My Family and I – Lesson 3 Topic: Daily Activities				

Lesson	Daily Activities
Page(s)	36–39

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify common daily activities.
- describe daily routines using simple English.
- ask and answer questions about daily activities.
- use simple Present Simple sentences correctly.
- sequence daily activities in the correct order.
- speak confidently about their daily routine.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Picture Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary		
• wake up • get dressed • have breakfast • go to school	• study • play • have lunch • do my homework	• watch TV • go to bed • morning • evening
b- New Structure		
• I wake up early. • I have breakfast. • I go to school. • I study English.	• I play with my friends. • I do my homework. • I watch TV. • I go to bed early.	• What do you do every morning? • I get dressed. • When do you go to school? • I go to school in the morning.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review jobs from Lesson 2. • Show pictures of daily activities. • Ask: *What do you do every morning?* *When do you go to school?*		
b- Presentation	1. Present the daily activities using flashcards. 2. Pronounce each new word clearly. 3. Explain the meaning of each activity. 4. Introduce the Present Simple using *I*. 5. Read the lesson from the Student's Book. 6. Encourage pupils to describe their daily routine.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match the pictures with the activities. • Complete the sentences. • Circle the correct answer. • Arrange the daily activities in order.	**Pair Work** Student A • What do you do every morning? Student B • I wake up early. • I have breakfast. • I go to school. Then exchange roles.	**Individual Practice** Each pupil says five sentences. Example: • I wake up early. • I have breakfast. • I go to school. • I do my homework. • I go to bed early.
d- Assessment	Ask pupils: • What do you do every morning? • When do you go to school? • What do you do after school? • Complete: – I _____ breakfast. – I _____ to school. – I _____ my homework.	Observe: • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Active participation.	

6- Evaluation

The lesson	Most pupils were able to identify and describe daily activities using simple Present Simple sentences correctly.
The students	Most pupils participated actively, completed the speaking activities successfully, and described their daily routines confidently.
The teacher	Continue reinforcing daily routine vocabulary through picture sequencing, pair-work conversations, and short oral presentations to improve pupils' fluency and confidence.

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Title	Day	Date	Class	Period
Unit 2: My Family and I – Lesson 4 Topic: Review and Use the Language				

Lesson	Review and Use the Language
Page(s)	40–43

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary learned in Unit 2.
- talk about family members and their jobs.
- describe daily activities using simple English.
- ask and answer simple questions confidently.
- use complete Present Simple sentences correctly.
- participate in short conversations using the language of Unit 2.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Picture Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary		
• family • father • mother • brother	• sister • doctor • teacher • farmer	• pilot • wake up • have breakfast • go to school
b- New Structure		
• This is my father. • She is my mother. • He is a doctor. • She is a teacher.	• What is his job? • He works in a hospital. • I wake up early. • I have breakfast.	• I go to school. • I do my homework. • I love my family. • We are happy.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review family members. • Review jobs and occupations. • Review daily activities. • Ask pupils simple revision questions.		
b- Presentation	1. Review Unit 2 vocabulary using flashcards. 2. Read the revision dialogue from the Student's Book. 3. Revise family members and jobs. 4. Revise daily routine expressions. 5. Model short conversations. 6. Encourage pupils to answer in complete sentences.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match the words with the pictures. • Complete the dialogue. • Circle the correct answer. • Arrange the words into sentences. • Fill in the missing words.	**Pair Work** Student A • Who is this? • What is his job? • What do you do every morning? Student B • This is my father. • He is a doctor. • I go to school. Then exchange roles.	**Individual Practice** Each pupil introduces his/her family and daily routine. Example: • This is my family. • My father is a doctor. • My mother is a teacher. • I wake up early. • I go to school every day.
d- Assessment	Ask pupils: • Who is this? • What is his job? • What do you do every morning? • Complete: – This is my _____. – He is a _____. – I _____ to school.	Observe: • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Active participation.	

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 2 and used them correctly in speaking and classroom activities.
The students	Most pupils participated confidently, answered correctly, and demonstrated good understanding of family members, jobs, and daily activities.
The teacher	Continue reinforcing Unit 2 language through communicative games, pair-work conversations, and regular revision activities to prepare pupils for the revision and assessment session.

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Title	Day	Date	Class	Period
Unit 2: My Family and I – Session 5 (Revision & Assessment) Topic: Revision & Assessment				

Lesson	Session 5 (Revision & Assessment)
Page(s)	44–47

1- Learning Objectives: *By the end of the session, students will be able to:*

- revise all vocabulary learned in Unit 2.
- talk about family members and their jobs.
- describe daily activities confidently.
- ask and answer simple questions correctly.
- use Unit 2 language structures accurately.
- complete listening, speaking, reading, and writing assessment activities successfully.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Picture Cards
☐ Worksheets	☐ Board & Markers	☐ Assessment Sheet

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Discovery Learning	☐ Individual Assessment

4- Content:

a- Revision Vocabulary

• family • father • mother • brother	• sister • doctor • teacher • farmer	• pilot • wake up • have breakfast • go to school

b- Revision Structure

• This is my father. • She is my mother. • He is a doctor. • She is a teacher.	• What is his job? • He works in a hospital. • I wake up early. • I have breakfast.	• I go to school. • I do my homework. • I love my family. • We are happy.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review family members. • Review jobs and workplaces. • Review daily activities. • Ask pupils revision questions. • Revise Unit 2 vocabulary using flashcards.		
b- Presentation	1. Review all vocabulary from Unit 2. 2. Review sentence patterns. 3. Read the revision dialogue from the Student's Book. 4. Revise family members, jobs, and daily routines. 5. Review pronunciation. 6. Explain the assessment activities.		
c- Practice	**Controlled Practice** • Match words with pictures. • Complete the sentences. • Circle the correct answer. • Arrange the words. • Read and choose. • Write the missing word.	**Pair Work** Student A • Who is this? • What is his/her job? • What do you do every morning? Student B • This is my father. • He is a doctor. • I wake up early. • I go to school. Then exchange roles.	**Individual Practice** Each pupil should: • Introduce his/her family. • Describe one family member. • Say his/her daily routine. • Read one sentence correctly. • Complete one written activity.
d- Assessment	Ask pupils: • Who is this? • What is his job? • What do you do every morning? • Complete: – This is my _____. – He is a _____. – I _____ to school.	Observe: • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Reading fluency. • Active participation.	

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 2 and completed the assessment activities confidently.
The students	Most pupils participated actively, answered correctly, and demonstrated good progress in listening, speaking, reading, and writing.
The teacher	Continue reinforcing Unit 2 through revision games, pair-work conversations, and formative assessment activities to ensure pupils are ready for Unit 3.

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Title	Day	Date	Class	Period
Unit 3: New Adventures – Lesson 1 **Topic: Places Around Us**				

Lesson	**Places Around Us**
Page(s)	**46 – 49**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different places in the community.
- name common places correctly.
- describe the location of places using simple prepositions.
- ask and answer questions about places.
- use simple sentences to describe locations.
- pronounce new vocabulary clearly.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Picture Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• house • museum • supermarket • park	• library • train station • street • school	• map • town • city • place

b- New Structure

• This is a museum. • This is a park. • The library is next to the school. • The supermarket is near my house. • The train station is behind the museum. • The park is in front of the library.	• Where is the museum? • It is next to the park. • Where do you live? • I live near the library. • There is a supermarket in my town. • Let's go to the park.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review Unit 2 vocabulary.
- Show pictures of different places.
- Ask: *What place is this?*
  Have you visited a museum?

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain the meaning of each place.
4. Introduce location expressions using pictures.
5. Read the lesson from the Student's Book together.
6. Encourage pupils to describe places in their town.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with the pictures.
- Complete the sentences.
- Circle the correct answer.
- Label the places on the map.

Pair Work

Student A
- Where is the library?

Student B
- It is next to the school.

Student A
- Where is the park?

Student B
- It is in front of the museum.

Then exchange roles.

Individual Practice

Each pupil says four sentences.

Example:
- This is my town.
- There is a park near my house.
- The library is next to the school.
- I like visiting the museum.

d- Assessment

Ask pupils:
- What place is this?
- Where is the library?
- Where is the park?
- Complete:
  - This is a _____.
  - The museum is _____ the park.
  - I live near the _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct use of prepositions of place.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify common places and describe their locations using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary and location expressions correctly.
The teacher	Continue reinforcing Unit 3 vocabulary through map activities, pair-work conversations, and speaking practice using prepositions of place.

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Title	Day	Date	Class	Period
Unit 3: New Adventures – Lesson 2 **Topic: Getting Around Town**				

Lesson	**Getting Around Town**
Page(s)	**50 – 53**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different means of transport.
- name common means of transport correctly.
- describe how people travel from one place to another.
- ask and answer questions about transportation.
- use simple Present Simple sentences correctly.
- pronounce new vocabulary clearly.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Picture Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• bus • car • bike • train	• boat • taxi • walk • ride	• drive • travel • road • station

b- New Structure

• I go to school by bus. • He goes by car. • She rides a bike. • They travel by train.	• We walk to school. • How do you go to school? • I go by bus. • Do you travel by train?	• Yes, I do. • No, I don't. • My father drives a car. • Let's go by bus.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review places from Lesson 1.
- Show pictures of different means of transport.
- Ask: *How do you go to school?*
  Do you ride a bike?

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain each means of transport.
4. Introduce the structure *How do you go to school?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to talk about how they travel.

c- Practice

Controlled Practice	Pair Work	Individual Practice
• Listen and repeat. • Match the words with the pictures. • Complete the sentences. • Circle the correct answer. • Choose the suitable means of transport.	Student A How do you go to school? Student B I go to school by bus. Student A Do you ride a bike? Student B - Yes, I do. Then exchange roles.	Each pupil says four sentences. Example: • I go to school by bus. • My father drives a car. • I like riding my bike. • We travel by train.

d- Assessment

Ask pupils:
- How do you go to school?
- Do you ride a bike?
- What does your father drive?
- Complete:
  - I go by _____.
  - She rides a _____.
  - We travel by _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify different means of transport and describe how they travel using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used transportation vocabulary correctly in speaking activities.
The teacher	Continue reinforcing transportation vocabulary through picture cards, pair-work conversations, and classroom speaking activities to improve pupils' confidence and fluency.

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Title	Day	Date	Class	Period
Unit 3: New Adventures – Lesson 3 **Topic: Asking for Directions**				

Lesson	**Asking for Directions**
Page(s)	**54 – 57**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify expressions used to ask for and give directions.
- understand simple directions correctly.
- use prepositions of place appropriately.
- ask and answer questions about locations.
- follow simple spoken directions.
- communicate confidently using short dialogues.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Map Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• left • right • straight	• turn • cross • traffic lights	• corner • road • bridge	• map • near • far

b- New Structure

• Where is the library? • Go straight. • Turn left. • Turn right.	• It is next to the school. • It is opposite the park. • It is between the bank and the museum.	• How can I get to the park? • Cross the road carefully. • Is it far?	• No, it isn't. • Thank you.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review places and means of transport from Lesson 2.
- Show a simple map.
- Ask: *Where is the school?*
  Can you find the park?

b- Presentation

1. Present the new vocabulary using a simple map.
2. Pronounce each word clearly.
3. Demonstrate *left*, *right*, and *straight* with actions.
4. Introduce expressions for asking and giving directions.
5. Read the dialogue from the Student's Book together.
6. Encourage pupils to practise directions in pairs.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the directions with the map.
- Complete the dialogue.
- Circle the correct answer.
- Follow the route on the map.

Pair Work

Student A
- Where is the library?
- How can I get to the park?

Student B
- Go straight.
- Turn left.
- It is next to the school.

Then exchange roles.

Individual Practice

Each pupil gives directions to one place.

Example:
- Go straight.
- Turn right.
- The library is next to the school.
- It is not far.

d- Assessment

Ask pupils:
- Where is the park?
- Which way do you turn?
- Is the museum near the school?
- Complete:
  - Turn _____.
  - Go _____.
  - The library is _____ the school.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct use of direction expressions.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to ask for and give simple directions correctly using appropriate vocabulary and expressions.
The students	Most pupils participated actively, followed directions accurately, and communicated confidently during pair-work activities.
The teacher	Continue reinforcing direction vocabulary through classroom map activities, role-play conversations, and speaking practice to improve pupils' confidence in using English.

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Title	Day	Date	Class	Period
Unit 3: New Adventures – Lesson 4 **Topic: Review and Use the Language**				

Lesson	**Review and Use the Language**
Page(s)	**58 – 61**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary learned in Unit 3.
- identify places and means of transport correctly.
- ask for and give simple directions.
- use prepositions of place accurately.
- communicate using complete Present Simple sentences.
- participate confidently in short conversations.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Map Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• museum • library • park • supermarket	• train station • bus • car • bike	• left • right • straight • map

b- New Structure

• Where is the museum? • It is next to the park. • Go straight. • Turn left.	• Turn right. • I go to school by bus. • She rides a bike. • He drives a car.	• The library is near the school. • How can I get to the park? • Cross the road carefully. • Thank you.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review places around town. • Review means of transport. • Review asking for directions. • Ask pupils simple revision questions.		
b- Presentation	1. Review Unit 3 vocabulary using flashcards. 2. Read the revision dialogue from the Student's Book. 3. Revise places and transport. 4. Revise direction expressions. 5. Model short conversations. 6. Encourage pupils to answer using complete sentences.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match the words with the pictures. • Complete the dialogue. • Circle the correct answer. • Arrange the words into sentences. • Follow the directions on the map.	**Pair Work** Student A • Where is the library? • How do you go to school? • How can I get to the park? Student B • It is next to the school. • I go by bus. • Go straight, then turn left. Then exchange roles.	**Individual Practice** Each pupil gives four complete sentences. Example: • The park is near my house. • I go to school by bus. • Turn right at the traffic lights. • The library is next to the museum.
d- Assessment	Ask pupils: • Where is the library? • How do you go to school? • Which way do you turn? • Complete: – Turn _____. – I go by _____. – The park is _____ the school.	Observe: • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Active participation.	

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 3 and used them correctly in speaking and classroom activities.
The students	Most pupils participated confidently, answered correctly, and demonstrated good understanding of places, transportation, and giving directions.
The teacher	Continue reinforcing Unit 3 through map-reading activities, pair-work conversations, classroom role-play, and regular revision activities to prepare pupils for the Revision & Assessment session.

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Title	Day	Date	Class	Period
Unit 3: New Adventures – Session 5 (Revision & Assessment) **Topic: Revision & Assessment**				

Lesson	**Session 5 (Revision & Assessment)**
Page(s)	**62 – 65**

1- Learning Objectives: *By the end of the session, students will be able to:*

- revise all vocabulary learned in Unit 3.
- identify places and means of transport correctly.
- ask for and give directions confidently.
- use prepositions of place accurately.
- communicate using complete Present Simple sentences.
- complete listening, speaking, reading, and writing assessment activities successfully.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Map Cards
☐ Worksheets	☐ Board & Markers	☐ Assessment Sheet

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning
☐ Individual Assessment		

4- Content:

a- Revision Vocabulary

• museum • library • park • supermarket	• train station • bus • car • bike	• left • right • straight • map

b- Revision Structure

• Where is the museum? • It is next to the park. • Go straight. • Turn left.	• Turn right. • I go to school by bus. • She rides a bike. • He drives a car.	• The library is near the school. • How can I get to the park? • Cross the road carefully. • Thank you.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review places around town.
- Review means of transport.
- Review asking for and giving directions.
- Revise Unit 3 vocabulary using flashcards.
- Ask pupils simple revision questions.

b- Presentation

1. Review all vocabulary from Unit 3.
2. Review sentence patterns.
3. Read the revision dialogue from the Student's Book.
4. Revise places, transportation, and directions.
5. Review pronunciation.
6. Explain the assessment activities.

c- Practice

Controlled Practice	Pair Work	Individual Practice
• Match the words with the pictures. • Complete the sentences. • Circle the correct answer. • Arrange the words. • Read and choose. • Follow directions on a simple map.	Student A • Where is the library? • How do you go to school? • How can I get to the museum? Student B • It is next to the school. • I go to school by bus. • Go straight, then turn right. Then exchange roles.	Each pupil should: • Describe one place in the town. • Say how he/she goes to school. • Give simple directions to a place. • Read one sentence correctly. • Complete one written activity.

d- Assessment

Assess pupils through:	Ask pupils:	Observe:
• Listening • Speaking • Reading • Writing	• Where is the park? • How do you go to school? • Which way do you turn? • Complete: – Turn _____. – I go by _____. – The library is _____ the school.	• Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Reading fluency. • Active participation.

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 3 and completed the assessment activities confidently.
The students	Most pupils participated actively, answered correctly, and demonstrated good progress in listening, speaking, reading, and writing while using the vocabulary and expressions of Unit 3.
The teacher	Continue reinforcing Unit 3 through revision games, map-reading activities, pair-work conversations, and formative assessment to ensure pupils are fully prepared for Unit 4.

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Title	Day	Date	Class	Period
Unit 4: Let's Tell Stories! – Lesson 1 **Topic: Feelings and Emotions**				

Lesson	**Feelings and Emotions**
Page(s)	**66 – 69**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different feelings and emotions.
- describe how they feel using simple English.
- ask and answer questions about feelings.
- use simple past narrative expressions in short conversations.
- pronounce new vocabulary clearly.
- participate confidently in speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Story Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• happy • sad • excited	• scared • angry • tired	• bored • shy • smile	• cry • story • friend

b- New Structure

• I am happy. • She is sad. • He is excited.	• They are tired. • We are bored. • Why are you happy?	• I am happy because I won. • How do you feel?	• I feel scared. • He went home. • They saw a dog.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review Unit 3 vocabulary. • Ask pupils: – *How do you feel today?* – *Are you happy today?* • Encourage pupils to answer using complete sentences.		
b- Presentation	1. Present the new vocabulary using flashcards. 2. Pronounce each word clearly. 3. Explain the meaning of each feeling. 4. Introduce the question *How do you feel?* 5. Read the lesson from the Student's Book together. 6. Encourage pupils to express their feelings in simple sentences.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match the words with the pictures. • Complete the sentences. • Circle the correct answer. • Choose the correct feeling.	**Pair Work** Student A • How do you feel today? Student B • I am happy. • I am excited. Then exchange roles.	**Individual Practice** Each pupil says four sentences. Example: • I am happy today. • My friend is excited. • My teacher is kind. • We tell stories together.
d- Assessment	**Ask pupils:** • How do you feel today? • Who is happy? • Who is tired? • Complete: – I am _____. – She is _____. – They are _____.	**Observe:** • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Active participation.	

6- Evaluation

The lesson	Most pupils were able to identify different feelings and describe emotions using simple English sentences.
The students	Most pupils participated confidently, answered correctly, and used the new vocabulary appropriately during classroom activities.
The teacher	Continue reinforcing vocabulary about feelings through storytelling, role-play, pair-work conversations, and speaking activities to improve pupils' confidence and communication skills.

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Title	Day	Date	Class	Period
Unit 4: Let's Tell Stories! – Lesson 2 **Topic: Story Characters**				

Lesson	Story Characters
Page(s)	70 – 73

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify the main characters in a story.
- describe story characters using simple adjectives.
- ask and answer questions about story characters.
- understand simple story events.
- use complete sentences to describe people.
- participate confidently in storytelling activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Story Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• king • queen • prince • princess	• boy • girl • friend • animal	• hero • castle • forest • story

b- New Structure

• This is the king. • She is the queen. • He is a prince. • She is a princess.	• The boy is brave. • The girl is kind. • Who is this? • This is my friend.	• The hero helps everyone. • They live in a castle. • The story is interesting.	• I like this story.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review feelings from Lesson 1.
- Ask pupils:
  - *How do you feel today?*
  - *Who is your favourite story character?*
- Encourage pupils to answer using complete sentences.

b- Presentation

1. Present the new vocabulary using story cards.
2. Pronounce each word clearly.
3. Explain the meaning of each character.
4. Introduce the question *Who is this?*
5. Read the story from the Student's Book together.
6. Encourage pupils to describe the story characters.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the characters with their names.
- Complete the sentences.
- Circle the correct answer.
- Choose the correct character.

Pair Work

Student A
- Who is this?

Student B
- He is a prince.
- She is a princess.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example:
- This is the king.
- The queen is kind.
- The prince is brave.
- I like this story.

d- Assessment

Ask pupils:

- Who is the king?
- Who is the princess?
- Is the boy brave?
- Complete:
  - This is the _____.
  - She is a _____.
  - The hero is _____.

Observe:

- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify and describe story characters using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during classroom activities.
The teacher	Continue reinforcing story vocabulary through storytelling, pair-work conversations, role-play activities, and speaking practice to develop pupils' confidence and communication skills.

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Title	Day	Date	Class	Period
Unit 4: Let's Tell Stories! – Lesson 3 **Topic: Story Events**				

Lesson	**Story Events**
Page(s)	**74 – 77**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify the main events in a story.
- arrange story events in the correct order.
- describe simple actions using complete sentences.
- ask and answer questions about story events.
- understand a short story and retell it.
- participate confidently in speaking and reading activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Story Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• begin • end • first • next	• then • finally • help • find	• lost • home • adventure • story

b- New Structure

• The story begins. • First, the boy goes to the forest. • Next, he finds a friend. • Then, they help the animal.	• Finally, they go home. • What happens first? • What happens next? • They help each other.	• The story ends happily. • I like the ending. • It is a happy story. • Let's tell the story.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review story characters from Lesson 2. • Ask pupils: – *Who is the hero?* – *What is your favourite story?* • Revise the vocabulary using flashcards.		
b- Presentation	1. Present the new vocabulary. 2. Pronounce each word clearly. 3. Explain the sequence words (first, next, then, finally). 4. Read the story from the Student's Book. 5. Identify the main events of the story. 6. Encourage pupils to retell the story in order.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match the events in order. • Complete the sentences. • Circle the correct answer. • Arrange the story events.	**Pair Work** Student A • What happens first? Student B • First, the boy goes to the forest. • Next, he finds a friend. Then exchange roles.	**Individual Practice** Each pupil retells the story. Example: • First, the boy goes to the forest. • Next, he finds an animal. • Then, he helps the animal. • Finally, he goes home happily.
d- Assessment	**Ask pupils:** • What happens first? • What happens next? • How does the story end? • Complete: – First, _____. – Next, _____. – Finally, _____.	**Observe:** • Correct pronunciation. • Proper use of vocabulary. • Correct use of sequence words. • Active participation.	

6- Evaluation

The lesson	Most pupils were able to understand the sequence of story events and retell a short story using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used sequence words correctly during speaking and classroom activities.
The teacher	Continue reinforcing storytelling skills through sequencing activities, pair-work conversations, guided reading, and oral retelling to improve pupils' confidence and fluency.

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Title	Day	Date	Class	Period
Unit 4: Let's Tell Stories! – Lesson 4 **Topic: Review and Use the Language**				

Lesson	**Review and Use the Language**
Page(s)	**78 – 81**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary learned in Unit 4.
- identify story characters and events correctly.
- describe feelings using simple English.
- retell a short story in the correct order.
- ask and answer questions about the story.
- participate confidently in speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Story Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• happy • sad • king • queen	• prince • princess • first • next	• then • finally • story • adventure

b- New Structure

• I am happy. • She is sad. • He is a prince. • She is a princess.	• First, the story begins. • Next, the boy finds a friend. • Then, they help the animal. • Finally, they go home.	• What happens first? • What happens next? • It is a happy story. • I like this story.

5- Procedures:

a- Warm Up & Revision	• Greet the pupils. • Review feelings and emotions. • Review story characters. • Review story events. • Ask pupils simple revision questions.		
b- Presentation	1. Review Unit 4 vocabulary using flashcards. 2. Read the revision story from the Student's Book. 3. Revise story characters. 4. Revise story events using sequence words. 5. Model short conversations. 6. Encourage pupils to answer using complete sentences.		
c- Practice	**Controlled Practice** • Listen and repeat. • Match the words with the correct meaning. • Complete the dialogue. • Circle the correct answer. • Arrange the story events in order. • Read and choose.	**Pair Work** Student A • Who is this? • How do you feel? • What happens first? Student B • He is the king. • I am happy. • First, the story begins. Then exchange roles.	**Individual Practice** Each pupil retells the story. Example: • I am happy. • The king is kind. • First, the story begins. • Finally, everyone goes home happily.
d- Assessment	**Ask pupils:** • How do you feel today? • Who is the king? • What happens first? • Complete: – I am _____. – First, _____. – Finally, _____.	**Observe:** • Correct pronunciation. • Proper use of vocabulary. • Correct sentence formation. • Active participation.	

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 4 and used them correctly during classroom speaking and revision activities.
The students	Most pupils participated confidently, answered correctly, and demonstrated good understanding of feelings, story characters, and story events.
The teacher	Continue reinforcing Unit 4 through storytelling, sequencing activities, pair-work conversations, guided reading, and regular revision to prepare pupils for the Session 5 (Revision & Assessment).

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Title	Day	Date	Class	Period
Unit 4: Let's Tell Stories! **Session 5 (Revision & Assessment)** **Topic: Revision & Assessment**				

Lesson	Session 5 (Revision & Assessment)
Page(s)	82 – 85

1- *Learning Objectives:* *By the end of the session, students will be able to:*

- revise all vocabulary learned in Unit 4.
- identify feelings, story characters, and story events correctly.
- retell a short story using sequence words.
- ask and answer questions confidently.
- use the language structures of Unit 4 accurately.
- complete listening, speaking, reading, and writing assessment activities successfully.

2- *Materials & Resources:*

☐ Student's Book	☐ Flash Cards
☐ Worksheets	☐ Board & Markers

3- *Strategies:*

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Discovery Learning	☐ Individual Assessment

4- *Content:*

a- Revision Vocabulary			b- Revision Structure		
• happy • sad • king • queen	• prince • princess • first • next	• then • finally • story • adventure	• I am happy. • She is sad. • He is a prince. • She is a princess.	• First, the story begins. • Next, the boy finds a friend. • Then, they help the animal. • Finally, they go home.	• What happens first? • What happens next? • It is a happy story. • I like this story.

5- *Procedures:*

a- Warm Up & Revision

- Greet the pupils.
- Review feelings and emotions.
- Review story characters.
- Review story events.
- Revise Unit 4 vocabulary using flashcards.
- Ask pupils simple revision questions.

b- Presentation

1. Review all vocabulary from Unit 4.
2. Review sentence patterns.
3. Read the revision story from the Student's Book.
4. Revise story characters and story events.
5. Review sequence words.
6. Explain the assessment activities.

c- Practice

Controlled Practice

- Match the words with their meanings.
- Complete the sentences.
- Circle the correct answer.
- Arrange the story events.
- Read and choose.
- Complete a short dialogue.

Pair Work

Student A
- How do you feel?
- Who is this?
- What happens first?

Student B
- I am happy.
- He is the king.
- First, the story begins.

Then exchange roles.

Individual Practice

Each pupil should:
- Describe one feeling.
- Name one story character.
- Retell the story in the correct order.
- Read one sentence correctly.
- Complete one written activity.

d- Assessment

Ask pupils:
- How do you feel today?
- Who is the prince?
- What happens first?
- Complete:
  - I am _____.
  - First, _____.
  - Finally, _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Reading fluency.
- Active participation.

6- *Evaluation*

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 4 and completed the revision and assessment activities confidently.
The students	Most pupils participated actively, answered correctly, and demonstrated good progress in listening, speaking, reading, and writing while using the vocabulary and expressions of Unit 4.
The teacher	Continue reinforcing Unit 4 through storytelling, sequencing activities, guided reading, pair-work conversations, and regular formative assessment to ensure pupils are fully prepared for Unit 5.

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Title	Day	Date	Class	Period
Unit 5: Healthy Habits – Lesson 1 **Topic: Healthy Food**				

Lesson	Healthy Food
Page(s)	86 – 89

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different healthy foods.
- name fruits and vegetables correctly.
- talk about healthy eating using simple English.
- ask and answer questions about food preferences.
- use simple Present Simple sentences correctly.
- participate confidently in classroom speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Food Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• apple • banana • orange • carrot	• tomato • cucumber • milk • water	• bread • healthy • food • breakfast

b- New Structure

• I like apples. • I eat healthy food. • She likes bananas. • He drinks milk.	• We eat vegetables every day. • What do you like to eat? • I like oranges. • Do you like carrots?	• Yes, I do. • No, I don't. • Healthy food is good for us. • I drink water every day.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review the previous unit briefly.
- Show pictures of different foods.
- Ask:
  - *What is your favourite food?*
  - *Do you like fruit?*
- Encourage pupils to answer using complete sentences.

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain the meaning of healthy food.
4. Introduce the question *What do you like to eat?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to talk about healthy foods they eat every day.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with the pictures.
- Complete the sentences.
- Circle the correct answer.
- Classify foods into fruit, vegetables, and drinks.

Pair Work

Student A
- What do you like to eat?

Student B
- I like apples.
- I like carrots.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example:
- I like apples.
- I drink milk every day.
- I eat vegetables.
- Healthy food is good for me.

d- Assessment

Ask pupils:
- What do you like to eat?
- Do you like bananas?
- What do you drink every day?
- Complete:
  - I like _____.
  - I drink _____.
  - Healthy food is _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify healthy foods and talk about healthy eating using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during speaking and classroom activities.
The teacher	Continue reinforcing healthy food vocabulary through games, pair-work conversations, flashcards, and speaking activities to improve pupils' confidence and communication skills.

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Title	Day	Date	Class	Period
Unit 5: Healthy Habits – Lesson 2 **Topic: Healthy Activities**				

Lesson	**Healthy Activities**
Page(s)	**90 – 93**

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify healthy daily activities.
- describe healthy habits using simple English.
- ask and answer questions about healthy routines.
- use simple Present Simple sentences correctly.
- use simple Present Simple sentences correctly.
- talk about keeping the body healthy.
- participate confidently in classroom speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Activity Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• exercise • run • walk • jump	• swim • sleep • wash • clean	• brush • teeth • healthy • body

b- New Structure

• I exercise every day. • I brush my teeth twice a day. • She washes her hands. • He goes to bed early.	• We sleep for eight hours. • Do you exercise every day? • Yes, I do. • No, I don't.	• What do you do to stay healthy? • I eat healthy food and exercise. • Healthy habits keep us strong. • I like walking every morning.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review healthy food vocabulary from Lesson 1.
- Ask pupils:
  - *What do you eat every day?*
  - *Do you drink milk?*
- Introduce the idea of healthy activities.

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain healthy daily habits.
4. Introduce the question *What do you do to stay healthy?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to describe their healthy routines.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with the correct pictures.
- Complete the sentences.
- Circle the correct answer.
- Classify healthy and unhealthy habits.

Pair Work

Student A
- What do you do to stay healthy?

Student B
- I exercise every day.
- I brush my teeth.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example:
- I exercise every day.
- I brush my teeth twice a day.
- I wash my hands before meals.
- I sleep early every night.

d- Assessment

Ask pupils:

- What do you do to stay healthy?
- Do you exercise every day?
- When do you brush your teeth?
- Complete:
  - I _____ every day.
  - I brush my _____.
  - Healthy habits keep us _____.

Observe:

- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify healthy daily activities and describe healthy habits using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during speaking and classroom activities.
The teacher	Continue reinforcing healthy habits through classroom discussions, pair-work conversations, daily routine activities, and regular speaking practice to develop pupils' confidence in using English.

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Title	Day	Date	Class	Period
Unit 5: Healthy Habits – Lesson 3 **Topic: Keeping Clean**				

Lesson	Keeping Clean
Page(s)	94 – 97

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify personal hygiene habits.
- describe daily hygiene routines using simple English.
- ask and answer questions about keeping clean.
- use simple Present Simple sentences correctly.
- understand the importance of personal cleanliness.
- participate confidently in speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Hygiene Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• soap • water • towel • toothbrush	• toothpaste • hands • face • hair	• clean • bath • shower • hygiene

b- New Structure

• I wash my hands. • I brush my teeth. • I wash my face every morning. • She takes a shower every day.	• He uses soap and water. • Do you wash your hands before meals? • Yes, I do. • No, I don't.	• How do you keep clean? • I take a bath every day. • Clean hands keep us healthy. • Good hygiene is important.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review healthy activities from Lesson 2.
- Ask pupils:
  - *Do you brush your teeth every day?*
  - *When do you wash your hands?*
- Introduce the importance of personal hygiene.

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain the importance of personal hygiene.
4. Introduce the question *How do you keep clean?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to describe their daily hygiene routines.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with the correct pictures.
- Complete the sentences.
- Circle the correct answer.
- Classify good and bad hygiene habits.

Pair Work

Student A
- How do you keep clean?

Student B
- I wash my hands.
- I brush my teeth.
- I take a shower every day.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example:
- I wash my hands before meals.
- I brush my teeth twice a day.
- I take a shower every day.
- Clean hands keep me healthy.

d- Assessment

Ask pupils:
- How do you keep clean?
- Do you brush your teeth every day?
- When do you wash your hands?
- Complete:
  - I wash my _____.
  - I brush my _____.
  - Good hygiene is _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify personal hygiene habits and describe daily hygiene routines using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during speaking and classroom activities.
The teacher	Continue reinforcing personal hygiene habits through classroom discussions, pair-work conversations, role-play activities, and regular speaking practice to help pupils develop healthy daily routines and communicate confidently in English.

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Title	Day	Date	Class	Period
Unit 5: Healthy Habits – Lesson 4 **Topic: Review and Use the Language**				

Lesson	Review and Use the Language
Page(s)	98 – 101

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary learned in Unit 5.
- identify healthy food and healthy habits correctly.
- describe personal hygiene routines using simple English.
- ask and answer questions about healthy lifestyles.
- use complete Present Simple sentences correctly.
- participate confidently in classroom speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Activity Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• apple • banana • milk • vegetables	• exercise • walk • brush • teeth	• soap • water • healthy • hygiene

b- New Structure

• I like healthy food. • I drink milk every day. • I exercise every morning. • I brush my teeth twice a day.	• I wash my hands before meals. • Do you exercise every day? • Yes, I do. • No, I don't.	• What do you do to stay healthy? • I eat healthy food and exercise. • Good hygiene is important. • Healthy habits keep us strong.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review healthy food vocabulary.
- Review healthy activities.
- Review personal hygiene.
- Ask pupils simple revision questions.

b- Presentation

1. Review Unit 5 vocabulary using flashcards.
2. Read the revision text from the Student's Book.
3. Revise healthy food and healthy activities.
4. Revise personal hygiene habits.
5. Model short conversations.
6. Encourage pupils to answer using complete sentences.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with their meanings.
- Complete the sentences.
- Circle the correct answer.
- Classify healthy and unhealthy habits.
- Read and choose.

Pair Work

Student A
- What do you do to stay healthy?
- Do you brush your teeth every day?
- What do you like to eat?

Student B
- I exercise every day.
- Yes, I do.
- I like apples.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example:
- I eat healthy food.
- I exercise every day.
- I brush my teeth twice a day.
- I wash my hands before meals.

d- Assessment

Ask pupils:

- What do you do to stay healthy?
- Do you brush your teeth every day?
- What do you eat every day?
- Complete:
  - I eat _____.
  - I brush my _____.
  - Healthy habits keep us _____.

Observe:

- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 5 and used them correctly during classroom speaking and revision activities.
The students	Most pupils participated confidently, answered correctly, and demonstrated good understanding of healthy food, healthy activities, and personal hygiene.
The teacher	Continue reinforcing Unit 5 through classroom discussions, pair-work conversations, speaking activities, and regular revision to prepare pupils for Session 5 (Revision & Assessment).

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Title	Day	Date	Class	Period
Unit 5: Healthy Habits – Session 5 (Revision & Assessment) **Topic: Revision & Assessment**				

Lesson	Revision & Assessment
Page(s)	102 – 105

1- Learning Objectives: *By the end of the session, students will be able to:*

- revise all vocabulary learned in Unit 5.
- identify healthy food, healthy habits, and personal hygiene routines correctly.
- ask and answer questions about healthy lifestyles confidently.
- use the language structures of Unit 5 accurately.
- communicate using complete Present Simple sentences.
- complete listening, speaking, reading, and writing assessment activities successfully.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Activity Cards
☐ Worksheets	☐ Board & Markers	☐ Assessment Sheet

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Discovery Learning	☐ Individual Assessment

4- Content:

a- Revision Vocabulary

• apple • banana • milk • vegetables	• exercise • walk • brush • teeth	• soap • water • healthy • hygiene

b- Revision Structure

• I like healthy food. • I drink milk every day. • I exercise every morning. • I brush my teeth twice a day. • I wash my hands before meals.	• Do you exercise every day? • Yes, I do. • No, I don't. • What do you do to stay healthy?	• I eat healthy food and exercise. • Good hygiene is important. • Healthy habits keep us strong.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review healthy food vocabulary.
- Review healthy activities.
- Review personal hygiene routines.
- Revise Unit 5 vocabulary using flashcards.
- Ask pupils simple revision questions.

b- Presentation

1. Review all vocabulary from Unit 5.
2. Review sentence patterns.
3. Read the revision activities from the Student's Book.
4. Revise healthy food and healthy habits.
5. Revise personal hygiene routines.
6. Explain the assessment activities.

c- Practice

Controlled Practice

- Match the words with their meanings.
- Complete the sentences.
- Circle the correct answer.
- Classify healthy and unhealthy habits.
- Read and choose.
- Complete a short dialogue.

Pair Work

Student A
- What do you do to stay healthy?
- Do you brush your teeth every day?
- What do you like to eat?

Student B
- I exercise every day.
- Yes, I do.
- I like apples.

Then exchange roles.

Individual Practice

Each pupil should:
- Name one healthy food.
- Describe one healthy habit.
- Describe one personal hygiene routine.
- Read one sentence correctly.
- Complete one written activity.

d- Assessment

Assess pupils through:
- Listening
- Speaking
- Reading
- Writing

Ask pupils:
- What do you do to stay healthy?
- Do you brush your teeth every day?
- What do you eat every day?

Complete:
- I eat _____.
- I brush my _____.
- Healthy habits keep us _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Reading fluency.
- Active participation.

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 5 and completed the revision and assessment activities confidently.
The students	Most pupils participated actively, answered correctly, and demonstrated good progress in listening, speaking, reading, and writing while using the vocabulary and expressions of Unit 5.
The teacher	Continue reinforcing Unit 5 through classroom discussions, pair-work conversations, speaking activities, revision games, and formative assessment to ensure pupils are fully prepared for Unit 6.

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Title	Day	Date	Class	Period
Unit 6: Our World – Lesson 1 **Topic: Weather**				

Lesson	Weather
Page(s)	106 – 109

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different kinds of weather.
- describe the weather using simple English.
- ask and answer questions about the weather.
- use weather vocabulary in simple sentences.
- express daily weather conditions correctly.
- participate confidently in classroom speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Weather Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• sunny • rainy • windy	• cloudy • hot • cold	• warm • cool • weather	• sky • sun • rain

b- New Structure

• It is sunny today. • It is rainy today. • It is windy today. • It is cloudy today.	• The weather is hot. • The weather is cold. • How is the weather today? • It is sunny.	• I like sunny weather. • We wear a coat when it is cold. • We use an umbrella when it rains. • Today is a beautiful day.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review the previous unit briefly.
- Ask pupils:
  - *How is the weather today?*
  - *Is it sunny or cloudy?*
- Encourage pupils to answer using complete sentences.

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain the meaning of each weather word.
4. Introduce the question *How is the weather today?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to describe today's weather.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with the correct meanings.
- Complete the sentences.
- Circle the correct answer.
- Choose the correct weather word.

Pair Work

Student A
- How is the weather today?

Student B
- It is sunny.
- It is cloudy.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example:
- It is sunny today.
- I like warm weather.
- It is rainy in winter.
- We use an umbrella when it rains.

d- Assessment

Ask pupils:
- How is the weather today?
- Is it hot or cold?
- What do we use when it rains?

Complete:
- It is _____ today.
- I like _____ weather.
- We use an _____ when it rains.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify different kinds of weather and describe daily weather conditions using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during speaking and classroom activities.
The teacher	Continue reinforcing weather vocabulary through daily weather talks, pair-work conversations, classroom discussions, and speaking activities to improve pupils' confidence in using English.

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Title	Day	Date	Class	Period
Unit 6: Our World – Lesson 2 **Topic: Seasons**				

Lesson	Seasons
Page(s)	110 – 113

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify the four seasons of the year.
- describe the weather in each season.
- ask and answer questions about seasons.
- use season vocabulary in simple English sentences.
- relate clothes and activities to different seasons.
- participate confidently in classroom speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Seasons Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• spring • summer • autumn • winter	• flowers • leaves • snow • beach	• season • holiday • coat • T-shirt

b- New Structure

• It is summer. • It is winter. • Spring is beautiful. • Autumn is cool.	• My favourite season is summer. • What is your favourite season? • I like winter. • We wear a coat in winter.	• We wear a T-shirt in summer. • It snows in winter. • Flowers grow in spring. • We go to the beach in summer.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review the weather words from Lesson 1.
- Ask pupils:
  - *How is the weather today?*
  - *Is it sunny or rainy?*
- Introduce the four seasons.

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain the characteristics of each season.
4. Introduce the question *What is your favourite season?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to describe their favourite season.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the seasons with the pictures.
- Complete the sentences.
- Circle the correct answer.
- Match each season with suitable clothes and activities.

Pair Work

Student A
- What is your favourite season?

Student B
- My favourite season is summer.
- I like winter.

Then exchange roles.

Individual Practice

Each pupil says four sentences.
Example
- My favourite season is spring.
- It is hot in summer.
- We wear a coat in winter.
- Flowers grow in spring.

d- Assessment

Ask pupils:
- What is your favourite season?
- Which season is cold?
- What do we wear in winter?

Complete:
- My favourite season is _____.
- We wear a _____ in winter.
- It is _____ in summer.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify the four seasons and describe each season using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during speaking and classroom activities.
The teacher	Continue reinforcing the vocabulary of seasons through classroom discussions, pair-work conversations, seasonal games, and speaking activities to develop pupils' confidence and fluency in English.

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Title	Day	Date	Class	Period
Unit 6: Our World – Lesson 3 **Topic: Animals Around Us**				

Lesson	Animals Around Us
Page(s)	114 – 117

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- identify different wild and farm animals.
- describe animals using simple English.
- ask and answer questions about animals.
- identify where different animals live.
- use new vocabulary in complete sentences.
- participate confidently in classroom speaking activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Animal Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• lion • elephant • monkey • giraffe	• zebra • cow • sheep • horse	• animal • farm • zoo • forest

b- New Structure

• This is a lion. • It is an elephant. • The monkey can climb. • The giraffe is tall. • The zebra is black and white.	• Where does the lion live? • It lives in the forest. • The cow lives on a farm. • My favourite animal is the elephant. • I like animals.	• We can see many animals at the zoo. • Animals are important.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review the seasons from Lesson 2.
- Ask pupils:
  - *What is your favourite season?*
  - *How is the weather today?*
- Introduce the topic of animals.

b- Presentation

1. Present the new vocabulary using flashcards.
2. Pronounce each word clearly.
3. Explain the meaning of each animal word.
4. Introduce the question *Where does it live?*
5. Read the lesson from the Student's Book together.
6. Encourage pupils to describe their favourite animals.

c- Practice

Controlled Practice
- Listen and repeat.
- Match the animals with their names.
- Complete the sentences.
- Circle the correct answer.
- Match each animal with its home.

Pair Work

Student A
- What is your favourite animal?

Student B
- My favourite animal is the lion.
- I like elephants.

Then exchange roles.

Individual Practice

Each pupil says four sentences.

Example
- My favourite animal is the lion.
- The giraffe is tall.
- The cow lives on a farm.
- I like animals.

d- Assessment

Ask pupils:
- What is your favourite animal?
- Where does the lion live?
- Which animal lives on a farm?

Complete:
- My favourite animal is _____.
- The lion lives in the _____.
- The cow lives on a _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils were able to identify different animals and describe them using simple English sentences.
The students	Most pupils participated actively, answered confidently, and used the new vocabulary correctly during speaking and classroom activities.
The teacher	Continue reinforcing animal vocabulary through classroom discussions, pair-work conversations, matching activities, and speaking practice to improve pupils' confidence and fluency in English.

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Title	Day	Date	Class	Period
Unit 6: Our World – Lesson 4 **Topic: Review and Use the Language**				

Lesson	Review and Use the Language
Page(s)	118 – 121

1- Learning Objectives: *By the end of the lesson, students will be able to:*

- revise the vocabulary learned in Unit 6.
- identify weather, seasons, and animals correctly.
- ask and answer questions using the language of Unit 6.
- describe weather, seasons, and animals using complete English sentences.
- communicate confidently in simple classroom conversations.
- participate actively in speaking and revision activities.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Activity Cards
☐ Worksheets	☐ Board & Markers	☐ Digital Tools

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Role Playing	☐ Discovery Learning

4- Content:

a- New Vocabulary

• sunny • rainy • summer	• winter • lion • elephant	• monkey • giraffe • zoo	• farm • weather • season

b- New Structure

• It is sunny today. • It is rainy today. • My favourite season is summer. • We wear a coat in winter.	• My favourite animal is the lion. • The elephant is big. • Where does the monkey live? • It lives in the forest.	• How is the weather today? • It is sunny. • We can see animals at the zoo. • I like our world.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review the vocabulary from Lessons 1, 2, and 3.
- Ask pupils:
  - *How is the weather today?*
  - *What is your favourite season?*
  - *What is your favourite animal?*
- Encourage pupils to answer using complete sentences.

b- Presentation

1. Review Unit 6 vocabulary using flashcards.
2. Review weather words.
3. Review seasons.
4. Review animals and their homes.
5. Read the revision activities from the Student's Book.
6. Encourage pupils to speak using complete sentences.

c- Practice

Controlled Practice

- Listen and repeat.
- Match the words with their meanings.
- Complete the sentences.
- Circle the correct answer.
- Match animals with their homes.
- Match seasons with suitable weather.

Pair Work

Student A
- How is the weather today?
- What is your favourite season?
- What is your favourite animal?

Student B
- It is sunny.
- My favourite season is winter.
- My favourite animal is the elephant.

Then exchange roles.

Individual Practice

Each pupil says four sentences.

Example
- It is sunny today.
- My favourite season is spring.
- My favourite animal is the giraffe.
- I like our world.

d- Assessment

Ask pupils:
- How is the weather today?
- What is your favourite season?
- Where does the lion live?

Complete:
- It is _____ today.
- My favourite season is _____.
- The lion lives in the _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Active participation.

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 6 and used them correctly during classroom speaking and revision activities.
The students	Most pupils participated confidently, answered correctly, and demonstrated good understanding of weather, seasons, animals, and related vocabulary.
The teacher	Continue reinforcing Unit 6 through revision games, pair-work conversations, speaking activities, and formative assessment to prepare pupils for Session 5 (Revision & Assessment).

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Title	Day	Date	Class	Period
Unit 6: Our World – Session 5 (Revision & Assessment) **Topic: Revision & Assessment**				

Lesson	Revision & Assessment
Page(s)	122 – 125

1- Learning Objectives:

By the end of the session, students will be able to:

- revise all vocabulary learned in Unit 6.
- identify weather, seasons, and animals correctly.
- ask and answer questions using the language of Unit 6 confidently.
- use complete Present Simple sentences correctly.
- communicate effectively in listening, speaking, reading, and writing activities.
- complete the Unit 6 assessment successfully.

2- Materials & Resources:

☐ Student's Book	☐ Flash Cards	☐ Activity Cards
☐ Worksheets	☐ Board & Markers	☐ Assessment Sheet

3- Strategies:

☐ Discussion	☐ Pair Work	☐ Cooperative Learning
☐ Brainstorming	☐ Discovery Learning	☐ Individual Assessment

4- Content:

a- Revision Vocabulary

- sunny
- rainy
- cloudy
- summer
- winter
- spring
- autumn
- lion
- elephant
- monkey
- giraffe
- zoo
- farm
- forest
- weather
- season

b- Revision Structure

- It is sunny today.
- It is rainy today.
- How is the weather today?
- My favourite season is summer.
- We wear a coat in winter.
- Flowers grow in spring.
- My favourite animal is the lion.
- The elephant is big.
- Where does the monkey live?
- It lives in the forest.
- We can see animals at the zoo.
- I like our world.

5- Procedures:

a- Warm Up & Revision

- Greet the pupils.
- Review weather vocabulary.
- Review the four seasons.
- Review animal names and their homes.
- Revise Unit 6 vocabulary using flashcards.
- Ask pupils simple revision questions.

b- Presentation

1. Review all vocabulary from Unit 6.
2. Review sentence patterns.
3. Read the revision activities from the Student's Book.
4. Review weather expressions.
5. Review seasons and animals.
6. Explain the assessment activities.

c- Practice

Controlled Practice

- Match the words with their meanings.
- Complete the sentences.
- Circle the correct answer.
- Match seasons with suitable weather.
- Match animals with their homes.
- Read and choose.

Pair Work

Student A
- How is the weather today?
- What is your favourite season?
- What is your favourite animal?

Student B
- It is sunny.
- My favourite season is spring.
- My favourite animal is the giraffe.

Then exchange roles.

Individual Practice

Each pupil should:
- Describe today's weather.
- Name a favourite season.
- Name a favourite animal.
- Read one sentence correctly.
- Complete one written activity.

d- Assessment

Assess pupils through:
- Listening
- Speaking
- Reading
- Writing

Ask pupils:
- How is the weather today?
- What is your favourite season?
- Where does the lion live?

Complete:
- It is _____ today.
- My favourite season is _____.
- The lion lives in the _____.

Observe:
- Correct pronunciation.
- Proper use of vocabulary.
- Correct sentence formation.
- Reading fluency.
- Active participation.

6- Evaluation

The lesson	Most pupils successfully revised the vocabulary and language structures of Unit 6 and completed the revision and assessment activities confidently.
The students	Most pupils participated actively, answered correctly, and demonstrated good progress in listening, speaking, reading, and writing while using the vocabulary and expressions of Unit 6.
The teacher	Continue reinforcing Unit 6 through revision games, pair-work conversations, speaking activities, guided reading, and formative assessment to ensure pupils are fully prepared for the following unit.

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امسح الباركود بالموبيل لتثبيت التطبيق وتحميل كل الملازم مجانا وبسرعه

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